**Lesson Plan for Basic 06**

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**Course:** Basic 07 / Unit 8 –Lesson A 1, 2, 3 and 4 Pages: 110,111 and 112

**Lesson objectives:** To talk about people you admire using new vocabulary.

**Warm up:** Time: 15’

I will start the class by checking what they remember about the last unit by writing on the board “what is your dream in life?” I will tell them to get in pairs and ask each other. After a couple minutes I will start asking for volunteers to tell the class about their partner’s dream. I will keep track of some of them because I will use some examples later on to start the new unit. For example I will tell the students that Juan’s dream is to become a journalist and I will then ask the students why (e.g. who’s his favorite journalist or one that he admires).

**Class development:** Time: 70’

I will write on the board “who do you admire?” and tell the students to get in pairs and ask each other that question and why. Telling them that it could be someone they know who has done great things. Then after a few minutes I will have students report on their partners. Then I will start pre-teaching some of the new vocabulary by using the examples of heroes the students have, applying some of the new words to them such as dangerous, hero, intelligent, leader and strong. I will explain that the word “strong” has two meanings, strong as referring to physical strength and the other strong which is referring more to the inside, the personality and drive of a person to reach their goals. After that I will have the students open their books to page 110 and have them look at the pictures and talk to their partners for a minute about what they know about the people in the pictures. Then I will have some volunteers tell the class what they know about these people and maybe why they think they are heroes or if they agree or disagree with the examples from the book. After that I will tell them to read the descriptions in pairs so they can help each other if they have some trouble understanding the meaning of some words. Then I will play the recording for the new vocabulary and have them repeat after each word so they can check the pronunciation of the word. Then I will ask the students what other qualities do they think heroes should have and why. After that I will ask a volunteer to read instructions for Part B and then ask another student “what do we have to do?” to check comprehension on the instructions. Once I am finished I will tell them to compare their answers and then I will ask for volunteers to tell the answers. Then I will tell the students to get in pairs and do Exercise C. Students will ask each other about the options they have below and explain their choices. First, I will have two students model the example in the book, and then give another example. Once finished I will have the students tell the class their choices. Then I will ask the students about leaders, who do they think are the leaders in Peru and the world, if they have to be a president or if they can also be just regular people. I will go over their answers making sure that they know that a leader doesn’t have to be a president but can be people who are in charge or in command of a group or movement. Then I will tell them to look at the pictures on page 111 Activity 2. I will ask the students what they know about them (e.g. names, what they did, etc.) and then I will play the recording and tell the students to check the example that Greg and Claudia are talking about. After that I will ask the students to tell who they were talking about and then ask a student to read instructions for part B and then ask another student to make sure the students comprehend the assignment. After that I’ll have students compare their answers and then ask for volunteers to give the correct answers. After that I will start asking the students questions about the listening using “was” and “were” and their negative forms on the answers, emphasizing the past tense of “Be” then I will have a volunteer read the instructions for Activity 3 Part A and ask another student for comprehension check. I will then play the recording telling them to play close attention to the pronunciation. Then I will play it again and have the students repeat after. Then on part B, I will tell the students to listen to the recording and circle the word they hear. After I tell the instructions to the students, I will ask them what they have to do to check comprehension of the instructions. I will play the recording and after it is finished I will tell them to compare their answers and then ask for volunteers to tell their answers. Then I’ll give them a couple minutes to practice the sentences with their partners while I walk around to check that students are pronouncing the words correctly.

Then I will ask the students to ask each other what their favorite movie is and if there is a hero in that movie. Then I will have some volunteers tell the class about their favorite movie. After that I will ask them if they have seen the movies “Crouching Tiger,” “Hidden Dragon” (or “El Tigre y el Dragon” in Spanish). Then I will ask them what they think about it. Then I will tell them to get a piece of paper and write the following questions “what is Maggie writing about?” and “who is Yu Shu Lien?” then I will have the students listen to the recording with their books closed. I will tell them to pay attention and write down their answers. I will play the recording twice, then I will tell them to compare their answers. Then I’ll tell the students to open their books and play the recording one more time so they can match the words with the pronunciation. Then I will have the students get into pairs and practice the conversation. Then after that I will go over the “Useful Expressions Chart – Agreeing and Disagreeing” explaining that these phrases are used to express their opinions on any topic/subject. After that on the board I will write the question “who is your favorite movie hero?” and “what movie was he/she in?” and then I will tell the students to get into pairs and ask each other any of those question and then agree or disagree with their partner explaining why using the expressions in the box. After that I’ll tell the students to tell their opinions and have other agree or disagree with them.